



مجلس أبوظبي للتعليم  
Abu Dhabi Education Council  
Education First أولاً التعليم



# Private School Inspection Report

Shaikh Khalifa Bin Zayed Bangladesh  
Islamia Private School

Academic Year 2015 – 2016

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Shaikh Khalifa Bin Zayed Bangladesh Islamia Private School

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|------------------------------------|-------------------|----|-------------------|
| <b>Inspection Date</b>             | February 8, 2016  | to | February 11, 2016 |
| <b>Date of previous inspection</b> | February 23, 2014 | to | February 26, 2014 |

| General Information    |                                                                                    |
|------------------------|------------------------------------------------------------------------------------|
| School ID              | 116                                                                                |
| Opening year of school | 1980                                                                               |
| Principal              | Mir Anisul Hasan                                                                   |
| School telephone       | +971 (0)2 444 6904                                                                 |
| School Address         | PO Box 8174 Abu Dhabi                                                              |
| Official email (ADEC)  | <a href="mailto:shkbzbangladesh.pvt@adec.ac.ae">shkbzbangladesh.pvt@adec.ac.ae</a> |
| School website         | <a href="http://www.bdschooluae.com">www.bdschooluae.com</a>                       |
| Fee ranges (per annum) | Very low:<br>AED 5,178 – AED 6,578                                                 |

| Students                           |                     |
|------------------------------------|---------------------|
| Total number of students           | 665                 |
| Number of children in KG           | 59                  |
| Number of students in other phases | Primary: 332        |
|                                    | Middle: 182         |
|                                    | High: 92            |
| Age range                          | 4 years to 20 years |
| Grades or Year Groups              | KG to Grade 12      |
| Gender                             | Mixed               |
| % of Emirati Students              | 0%                  |
| Largest nationality groups (%)     | 1. Bangladeshi 98%  |
|                                    | 2. Indian 1%        |
|                                    | 3. Sri Lankan 1%    |

| Licensed Curriculum                |                                                                          |
|------------------------------------|--------------------------------------------------------------------------|
| Main Curriculum                    | Bangladeshi (Dhaka Board Curriculum)                                     |
| Other Curriculum                   | -----                                                                    |
| External Exams/ Standardised tests | Dhaka Board Higher, Secondary, Junior & Primary School Certificate Exams |
| Accreditation                      | -----                                                                    |

| Staff                               |                   |
|-------------------------------------|-------------------|
| Number of teachers                  | 49                |
| Number of teaching assistants (TAs) | 19                |
| Teacher-student ratio               | KG/ FS 1:12       |
|                                     | Other phases 1:14 |
| Teacher turnover                    | 5%                |

## Introduction

| Inspection activities                  |                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Number of inspectors deployed          | 4                                                                                                                                                                                                                                                                                                                                                                     |
| Number of inspection days              | 4                                                                                                                                                                                                                                                                                                                                                                     |
| Number of lessons observed             | 92                                                                                                                                                                                                                                                                                                                                                                    |
| Number of joint lesson observations    | 5                                                                                                                                                                                                                                                                                                                                                                     |
| Number of parents' questionnaires      | 190; (response rate: 30%)                                                                                                                                                                                                                                                                                                                                             |
| Details of other inspection activities | <p>Lesson observations, learning walks and scrutiny of students' work in books, on display and on video. Observations of students during break times and in assembly, their arrival at and departure from school. Meetings with school leaders, governors, parents and students. Meetings with teachers and the counsellor. Review of documentation and policies.</p> |

| School                    |                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| School Aims               | <p>'To instill the values of collaboration and co-operation within ourselves and others.</p> <p>To ensure right and just behaviours at all times.</p> <p>To cultivate respect for all within the school and beyond.</p> <p>To treat others with empathy, with kindness and understanding.</p> <p>To develop a broad outlook among our students in a wider global perspective.'</p> |
| School vision and mission | <p>Ensuring quality education to our students to make a positive impact in a challenging and ever changing world.</p>                                                                                                                                                                                                                                                              |



|                                                                        |                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Admission Policy</b>                                                | <p>Younger students – meeting where child's basic skills are noted, simple addition, literacy tests.</p> <p>Older students – meeting / interview / presentation of mark sheet from previous school.</p>                                            |
| <b>Leadership structure<br/>(ownership, governance and management)</b> | <p>49% ownership by custodians. 51% ownership by executive trust.</p> <p>Governing body and executive committee.</p> <p>School leadership team comprising principal, two vice principals, school development officer, six heads of department.</p> |

### SEN Details (Refer to ADEC SEN Policy and Procedures)

| SEN Category                               | Number of students identified through external assessments | Number of other students identified by the school |
|--------------------------------------------|------------------------------------------------------------|---------------------------------------------------|
| Intellectual disability                    | 4                                                          | 0                                                 |
| Specific Learning Disability               | 0                                                          | 0                                                 |
| Emotional and Behaviour Disorders (ED/ BD) | 0                                                          | 0                                                 |
| Autism Spectrum Disorder (ASD)             | 0                                                          | 0                                                 |
| Speech and Language Disorders              | 2                                                          | 0                                                 |
| Physical and health related disabilities   | 0                                                          | 0                                                 |
| Visually impaired                          | 0                                                          | 0                                                 |
| Hearing impaired                           | 0                                                          | 0                                                 |
| Multiple disabilities                      | 0                                                          | 0                                                 |

### G&T Details (Refer to ADEC SEN Policy and Procedures)

| G&T Category                                                        | Number of students identified |
|---------------------------------------------------------------------|-------------------------------|
| Intellectual ability                                                | 0                             |
| Subject-specific aptitude (e.g. in science, mathematics, languages) | 0                             |
| Social maturity and leadership                                      | 0                             |
| Mechanical/ technical/ technological ingenuity                      | 0                             |
| Visual and performing arts (e.g. art, theatre, recitation)          | 0                             |
| Psychomotor ability (e.g. dance or sport)                           | 0                             |

## The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

|               |                                                        |
|---------------|--------------------------------------------------------|
| <b>Band A</b> | High performing (Outstanding, Very Good or Good)       |
| <b>Band B</b> | Satisfactory (Acceptable)                              |
| <b>Band C</b> | In need of significant improvement (Weak or Very Weak) |

|                          |                 |                   |
|--------------------------|-----------------|-------------------|
| School was judged to be: | <b>BAND (B)</b> | <b>Acceptable</b> |
|--------------------------|-----------------|-------------------|

|                                                                                                   | Band A<br>High Performing |           |      | Band B<br>Satisfactory | Band C<br>In need of significant improvement |           |
|---------------------------------------------------------------------------------------------------|---------------------------|-----------|------|------------------------|----------------------------------------------|-----------|
| Performance Standards                                                                             | Outstanding               | Very Good | Good | Acceptable             | Weak                                         | Very Weak |
| Performance Standard 1:<br>Students' achievement                                                  |                           |           |      |                        |                                              |           |
| Performance Standard 2:<br>Students' personal and social development, and their innovation skills |                           |           |      |                        |                                              |           |
| Performance Standard 3:<br>Teaching and assessment                                                |                           |           |      |                        |                                              |           |
| Performance Standard 4:<br>Curriculum                                                             |                           |           |      |                        |                                              |           |
| Performance Standard 5:<br>The protection, care, guidance and support of students                 |                           |           |      |                        |                                              |           |
| Performance Standard 6:<br>Leadership and management                                              |                           |           |      |                        |                                              |           |
| Summary Evaluation:<br>The school's overall performance                                           |                           |           |      |                        |                                              |           |

## The Performance of the School

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### Evaluation of the school's overall performance

The overall performance of the school is acceptable. School leaders and teachers have worked hard to raise the quality of teaching and to improve students' achievements. Students' attainment and progress is in line with curriculum expectations and compares well with that of students in similar schools in Bangladesh. The quality of teaching is acceptable because teachers' secure subject knowledge helps them to plan lessons which meet the needs of the majority of their students. The principal and the senior leadership team have begun to use data to identify strengths and weaknesses, but all staff do not consistently use information from the results of tests and examinations to adjust their teaching to the needs of every student in their classes. Monitoring of the quality of teaching through lesson observations has not yet had the desired effect of eradicating all weaknesses in teaching in order to improve students' achievements still further.

Middle leaders lead curriculum planning and review. The effective learning which has resulted from the sustainable school programme, has helped to strengthen teaching and students' achievements in English and science. Students' behaviour and attitudes are strengths of the school. Positive relationships between staff and adults contribute to an atmosphere where students are taking increasing amounts of responsibility for their own learning. Attendance and punctuality are weak and are limiting students' progress.

### Progress made since last inspection and capacity to improve

Progress since the previous inspection is acceptable. Senior leaders have established a middle management team which plays a leading role in curriculum review and school development planning. Curriculum planning has improved overall. The roles of the vice principals remains unclear. School leaders have sensibly used the recommendations of the previous inspection, along with their own self-evaluation systems, as starting points from which to create a development plan (SDP) which has specific goals and time limits for achieving them. The school development officer regularly reviews the plan. Teachers have a clearer idea of how much progress the majority of their students are making, but they do not always use this information to stretch the most able or support those who struggle with their learning. The curriculum for children in the kindergarten (KG) has not improved so quickly. School leaders are well aware of the continuing problem of low rates of attendance, particularly in the early months of the year, but have not been successful in improving attendance rates overall. Pastoral care systems have improved as a result of the appointment of a counsellor. The systems

necessary for further improvement are in place and, as a consequence, the school demonstrates adequate capacity to improve.

### **Development and promotion of innovation skills**

New technologies are used to support the learning of older students in a few subjects. In a minority of lessons, students are encouraged to carry out enquiry and personal research, then to work in collaboration to create presentations to others. Computers are not available for regular use in classrooms. Teachers' lesson plans include references to students using 21<sup>st</sup> century skills, though the teaching of such skills is inconsistent. There are a few posters and other work on display around the school which highlight the achievements of young inventors in the UAE.

As a result of a successful link with another school, students have formed an innovation club. They have learned to program robots to carry out a small number of functions, including contributing to the school's sustainable futures programme, by collecting litter. Students are proud of these achievements and show a keen interest in using their skills in other areas of the curriculum.

### **The inspection identified the following as key areas of strength:**

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- students' behaviour, attitudes and relationships
- students' appreciation of the role and values of Islam in UAE society
- the development of a sustainable and eco-friendly school.

### **The inspection identified the following as key areas for improvement:**

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- students' rates of attendance and their punctuality
- leadership and management at all levels
- further improvement to the quality of teaching and learning and students' achievements
- achievement in English and mathematics for the KG children and mathematics in particular for students in the primary phase, and Arabic across all phases.



## Performance Standard 1: Students' Achievement

| Students' achievement Indicators                                                                                        |            | KG         | Primary    | Middle     | High       |
|-------------------------------------------------------------------------------------------------------------------------|------------|------------|------------|------------|------------|
| Islamic Education                                                                                                       | Attainment | N/A        | Acceptable | Acceptable | Acceptable |
|                                                                                                                         | Progress   | N/A        | Acceptable | Acceptable | Acceptable |
| Arabic (as a First Language)                                                                                            | Attainment | N/A        | N/A        | N/A        | N/A        |
|                                                                                                                         | Progress   | N/A        | N/A        | N/A        | N/A        |
| Arabic (as a Second Language)                                                                                           | Attainment | N/A        | Weak       | Weak       | Weak       |
|                                                                                                                         | Progress   | N/A        | Weak       | Weak       | Weak       |
| Social Studies                                                                                                          | Attainment | N/A        | Acceptable | Acceptable | Acceptable |
|                                                                                                                         | Progress   | N/A        | Acceptable | Acceptable | Acceptable |
| English                                                                                                                 | Attainment | Weak       | Acceptable | Acceptable | Acceptable |
|                                                                                                                         | Progress   | Weak       | Acceptable | Acceptable | Acceptable |
| Mathematics                                                                                                             | Attainment | Weak       | Weak       | Weak       | Acceptable |
|                                                                                                                         | Progress   | Weak       | Weak       | Acceptable | Acceptable |
| Science                                                                                                                 | Attainment | Acceptable | Acceptable | Acceptable | Acceptable |
|                                                                                                                         | Progress   | Acceptable | Acceptable | Acceptable | Acceptable |
| Language of instruction (if other than English and Arabic as First Language)                                            | Attainment | N/A        | N/A        | N/A        | N/A        |
|                                                                                                                         | Progress   | N/A        | N/A        | N/A        | N/A        |
| Other subjects (Art, Music, PE)                                                                                         | Attainment | Acceptable | Acceptable | Acceptable | Acceptable |
|                                                                                                                         | Progress   | Acceptable | Acceptable | Acceptable | Acceptable |
| Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration) |            | Acceptable | Acceptable | Acceptable | Acceptable |



Students' achievement is acceptable. Over time, the large majority of students have attained A grades in the five core subjects, in the Higher School Certificate examinations that they sit in Grade 11. This means that their attainment compares very favourably with students in schools in Bangladesh. The rate at which students make progress increases in the last few months they are at school because they respond well to the intensive teaching they receive, when a wide range of learning skills are quickly developed. Because they achieve high passes, on leaving school, a majority of students move on to universities in the UAE, Bangladesh or other countries. In the majority of lessons, inspectors noted that students' attainment levels are in line with curriculum standards, except in Arabic and mathematics, where it is weak. A good proportion of younger students attain high passes in primary and secondary school certificate exams. Not enough students move from lower marks to higher marks during their time in school.

Students' progress over time is acceptable overall, and matches the progress noted by inspectors in lessons. In the monthly tests in all subjects, students show acceptable progress in English, science and mathematics. Their progress in lessons in Arabic and mathematics is weak overall because they do not use collaboration and communication skills well, nor do they use skills developed in other subjects to help them learn successfully in these lessons. Children in the kindergarten make progress at rates that are slower than those in other phases. They do not develop the same range of learning skills which will help them in the next phase of their education. This is because children do not always know how to make choices between or within activities. Their progress in English and mathematics is weak. As a result of a new method of learning about letters and their sounds, children are now beginning to make better progress in English. There are no differences between the overall rates of progress made by different groups of students. In a minority of lessons, a few students who have SEN do not make acceptable progress because they do not always participate fully in the learning. Students' attainment and progress in other subjects, such as physical education and health (PEH) and information and communication technology (ICT) is acceptable. This is because they use a suitable range of resources to help them develop new skills.

Students show they can recall key facts about their learning. For example, in a Grade 2 English lesson, students demonstrated that they remembered learning about different types of sentences when they read out loud, using appropriate intonation, according to the punctuation marks. Students learning skills are acceptable and are particularly evident when they are working on projects in groups, for example using skills developed in more than one subject to present an argument. This was seen in a Grade 10 English lesson when students used a number of sources to find out about

climate change, then presented the results of their research to the rest of the class. They made good links with learning in social studies and science on the possible effects to the environment of their own city. They were able to compare, contrast and comment confidently on climate related problems in Bangladesh.

## Performance Standard 2: Students' personal and social development, and their innovation skills

| Students' personal and social development, and their innovation skills Indicators  | KG         | Primary    | Middle     | High       |
|------------------------------------------------------------------------------------|------------|------------|------------|------------|
| <b>Personal development</b>                                                        | Acceptable | Acceptable | Acceptable | Acceptable |
| <b>Understanding of Islamic values and awareness of Emirati and world cultures</b> | Acceptable | Acceptable | Acceptable | Acceptable |
| <b>Social responsibility and innovation skills</b>                                 | Acceptable | Acceptable | Acceptable | Acceptable |

Students' personal and social development is acceptable. They have positive attitudes towards learning in most lessons. Their behaviour is good. This is seen in all school activities and on school transport. Students show respect for each other and the staff. They take their responsibilities seriously, such as carrying out their duties as prefects. Older students are able to provide constructive feedback and suggestions to their peers, for example, when one of their classmates has read a piece of work to the whole class. Most students show a reasonable understanding of the need for healthy lifestyles. There is no school canteen but the food they bring to school is generally nutritious and appetising. There are displays around the corridors showing their learning about healthy food and junk food, and there is a prominent display near the front entrance on the dangers of smoking and drug abuse. Students of all ages eagerly participate in daily class fitness activities, and they enjoy playing team games such as cricket. Students' attendance is weak, especially in the first months of the school year. They sometimes arrive late for school, because of problems with school transport.

Students show a good understanding of how Islamic values have helped to shape UAE society. They take it in turns to recite verses from the Holy Qur'an and the Hadeeth in assembly and in lessons. Students lead assemblies; the flag is flown and the anthems

of the UAE and Bangladesh are sung with enthusiasm. Students have a growing understanding of the heritage and culture of the UAE as a result of their work in social studies. There are a few displays about life in the UAE around the school and very few books on this theme in the school library. Students have a better awareness of the contribution of the Bangladeshi language and culture, gained in their Bangla lessons and assembly. Almost all students know what they have to do to improve the environment. They help maintain the school's environment, and are aware of the importance of conservation, re-cycling and enterprise from their attendance at eco-club and the growing and composting work they do. In this area of work, students demonstrate a more positive work ethic than in other subjects. They show a few creative skills, though they rely on staff to make most decisions about development in the school's environment.

### Performance Standard 3: Teaching and Assessment

| Teaching and Assessment Indicators | KG | Primary | Middle | High |
|------------------------------------|----|---------|--------|------|
|------------------------------------|----|---------|--------|------|

|                                 |            |            |            |            |
|---------------------------------|------------|------------|------------|------------|
| Teaching for effective learning | Weak       | Acceptable | Acceptable | Acceptable |
| Assessment                      | Acceptable | Acceptable | Acceptable | Acceptable |

Teaching and assessment is acceptable overall. A large majority of teachers have secure subject knowledge and an understanding of how students learn, which supports their progress. In their lesson plans, teachers set out learning activities for individuals and groups, though they do not always follow these plans. Teachers use a range of suitable resources to help most students understand the learning. Teaching in Islamic education, English and science is almost always well organised. In these subjects, teachers carefully weave together themes from different areas of the curriculum, as was seen in an Islamic education lesson about Muslims' beliefs about life after death. The teacher encouraged group discussion, took the class to the library to watch a video and then checked how much each student had understood as they were completing follow-up worksheets. In physical education and health (PEH), teachers give students a suitable amount of autonomy to organise and lead their own activities, but they are always on hand to prompt and support.

Teaching in Arabic as a second language and in mathematics is weak because teachers' expectations of students are too low; they do not plan for sufficient challenge, nor do they regularly check how much each one is learning. In too many

lessons, the most able students are not given work which stretches them enough, and sometimes, those who struggle have to wait too long to get the support they need to make progress. In the kindergarten, teaching is weak overall, because children have insufficient opportunities for learning through play. Insufficient resources in this part of the school means that children do not have suitable opportunities for developing key skills such as numeracy and literacy, or learning to make choices between and within activities.

Teachers mark students' workbooks regularly. In most subjects, they correct common errors, write helpful comments about how work might be improved and mention the next learning steps. Systematic analysis of data from regular tests is limited. Teachers do not always use the results of tests to best effect to plan activities which are well matched to the needs of every individual learner.

#### Performance Standard 4: Curriculum

| Curriculum Indicators | KG | Primary | Middle | High |
|-----------------------|----|---------|--------|------|
|-----------------------|----|---------|--------|------|

|                                      |            |            |            |            |
|--------------------------------------|------------|------------|------------|------------|
| Curriculum design and implementation | Acceptable | Acceptable | Acceptable | Acceptable |
| Curriculum adaptation                | Acceptable | Acceptable | Acceptable | Acceptable |

The curriculum is acceptable. It is reasonably broad and balanced and provides students with a range of knowledge and skills. There are a few suitable adaptations, for example, the inclusion of Buddhism and Hinduism in the curriculum, for the small number of non-Muslim students. Bangla is a compulsory subject from KG to Grade 11. Subjects are planned in such a way as to provide increasing challenge as students move through the school. The curriculum provides suitable opportunities for learning about aspects of modern Emirati culture and society, for example through environmental improvement projects such as transforming an area of waste land at school into a playing field, and helping to clean up Wathba beach. As a result, students are adequately prepared for the next stage of their learning and living.

Older students are able to make limited choices of subjects for study. For example, as a result of a lower numbers of students, the option of taking commercial subjects such as finance and banking has not been available recently for students below Grade 10. There are a few opportunities for joining extra-curricular clubs and activities, though parents say that information about these is confusing and inconsistent.

Students of all ages can choose from activities such as science club, debating society or girl guides. Curriculum review has not led to complete consistency in subject planning. This means that students do not always successfully transfer knowledge from one area of learning to another, especially in Arabic and mathematics.

The drive towards sustainability in an eco-friendly school is a significant feature of the curriculum, particularly in English and science. In recent years, the school has won a number of prestigious awards for its work and students' achievements in this area, including the Zayed Future Energy Prize and awards for best managers of land and energy. Through their membership of the eco-club, 40 students have chosen to learn even more about this area of learning.

## Performance Standard 5: The protection, care, guidance and support of students

| The protection, care, guidance and support of students Indicators | KG | Primary | Middle | High |
|-------------------------------------------------------------------|----|---------|--------|------|
|-------------------------------------------------------------------|----|---------|--------|------|

|                                                                             |            |            |            |            |
|-----------------------------------------------------------------------------|------------|------------|------------|------------|
| Health and safety, including arrangements for child protection/safeguarding | Acceptable | Acceptable | Acceptable | Acceptable |
| Care and support                                                            | Acceptable | Acceptable | Acceptable | Acceptable |

Care, guidance and support are acceptable. The school has acceptable procedures for protecting students from all forms of abuse. Bullying is very rarely heard of. When it does occur, incidents are dealt with thoroughly and records are kept. Students and staff are aware of school policies for child protection, though parents who attended the meeting with inspectors said they were not well informed about this document. Parents' satisfaction levels with students' behaviour at school matches national averages. Community police officers come in to school to help students learn about some of the risks and dangers posed by the internet and social media.

The large majority of students usually arrive at school punctually. On some days, their arrival is delayed by problems with school transport. Student council members assist teachers with the supervision of arrival and departure from school, ensuring that these are safe and orderly times of the day. Attendance levels remain very weak at below 90% overall. Record keeping has improved but recently introduced plans to improve attendance rates have not yet had the desired impact. The school has appropriate systems for identifying the students who have SEN and parents of the very few students who have individual education plans express satisfaction with their

progress. Support for these students is disorganised because of the lack of a special education needs co-ordinator. School leaders say there are no gifted and talented students present. Students' well-being is monitored by the counsellor and nurse. Appropriate academic and personal guidance and support is offered, especially as students near the end of their time at school and are making choices about university or college education.

The site is secure, clean and in sound repair. Careful attention is paid to monitoring the admission of visitors to the school. The school allotment provides students with good opportunities for learning about healthy living and eating.

## Performance Standard 6: Leadership and management

| Leadership and management Indicators           |            |
|------------------------------------------------|------------|
| The effectiveness of leadership                | Acceptable |
| Self-evaluation and improvement planning       | Acceptable |
| Partnerships with parents and the community    | Acceptable |
| Governance                                     | Acceptable |
| Management, staffing, facilities and resources | Acceptable |

Leadership and management are acceptable. The principal and other school leaders set a direction for the school which shows commitment to UAE national priorities. Since the last inspection, they have increased the frequency with which they monitor teachers' performance in class to improve students' achievements and the quality of teaching. They provide adequate feedback for teachers. School leaders have increased the number of relevant, high quality professional development programmes for teachers. They have begun to carry out a simple analysis of students' progress when they take tests and exams. They have not ensured that the school is fully compliant with all statutory and regulatory requirements, pertaining to staff vetting.

Members of the leadership team have produced a school development plan (SDP) based on their evaluation of performance which provides a suitable framework for further improvement. The role of the vice principals in helping to lead school development is unclear. Neither have been assigned roles in the plan, though other middle leaders have responsibilities which are monitored by the principal. Senior and middle leaders review the curriculum periodically but do not always use the findings



of their visits to lessons to add strength to curriculum design. They have not been sufficiently rigorous in ensuring that all staff take note of their feedback, particularly their advice about adapting the curriculum to meet the needs of students who have SEN or those who are the most able.

Parents are involved in some aspects of school improvement. For example, governors took their views into account when the principal was appointed. Parents say that communications from the school provide them with regular, useful information about their children's achievements and well-being. There are good links with other schools such as joint innovation clubs and debating and sporting competitions. Parents and stakeholders are represented on the governing body. Governors monitor the school's performance from time to time. Members of their executive's education committee meet school leaders and teachers to discuss the quality of teaching and learning, other governors have a good grasp of financial management and resources. Governors hold the principal to account by reviewing his regular reports and asking questions. They have helped school leaders to ensure that sufficient staff are available. Resources are not always provided to support consistently strong learning, especially in Arabic and mathematics.

## What the school should do to improve further:

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1. As a matter of some urgency, implement agreed plans to improve students' levels of attendance and punctuality in every week that the school is open.
2. Improve leadership and management at all levels by:
  - i. providing the vice principals with clear roles which are closely related to school development priorities
  - ii. strengthening school evaluation programmes by ensuring that teachers are always given robust information on their performance in relation to their planning for the needs of all students
  - iii. ensuring that a range of high quality resources is available in every subject area, closely matched to students' needs, especially in the kindergarten
  - iv. setting out precise improvement targets to strengthen the quality of teaching in Arabic and mathematics.
3. Improve students' achievement and the quality of teaching by ensuring that:
  - i. teachers make better use of assessment information from tests and exams, to plan and teach lessons which address the needs of students of different abilities in every lesson
  - ii. teachers make better use of available resources, including new technologies, to stretch all students as much as possible in every lesson
  - iii. teachers in the kindergarten provide rich opportunities for children to think creatively and make choices within and between activities
  - iv. teachers regularly build into lesson plans, opportunities for students to develop 21<sup>st</sup> century skills such as innovation, enquiry, research and enterprise.